

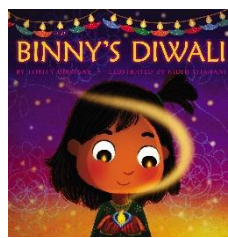
# LET'S CELEBRATE!

Dear Willows Families,

We hope that you had a lovely half term holiday. This term we will be looking at how we celebrate different winter festivals such as November 5<sup>th</sup> (Bonfire Night), Remembrance Day, Birthday, Diwali and even looking at different Christmas celebrations around the world. We will be remembering times when we have celebrated events, and considering how celebrations differ around the world. **If you have any celebratory traditions or festivals which you celebrate in your family, please do share with us! We would love to hear about them and hear the children share their stories.**

The curriculum map attached will further explain the areas that we will be looking at, and some of the work we will be doing. This will be explored through play and teacher focused activities. As part of this topic, we will begin to look at 'Light and Dark', non-fiction books and will be writing letters, lists and recipes.

Some of the texts we will be looking at are:



## Home Learning

We would like to invite you to a reading cafe with your child at 2.45pm on Thursday 20th November 2025 where you can share a book with your child and we will provide squash and biscuits. Then we will share some information with you about Boom Reader and the phonics programme we follow.

I would like to thank you all for your effort with last term's home learning tasks including reading with your children. The children have already started to make progress with learning sounds and every read will help this to become more secure. Some **useful websites** are outlined below.

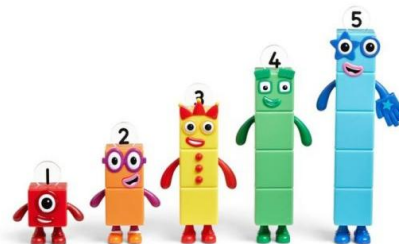
[www.topmarks.co.uk](http://www.topmarks.co.uk) and <https://www.bbc.co.uk/ceebies/games/numberblocks-make-and-play> for Literacy and Maths games.

[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) Phase 2 games, blending sounds and words.

If you go on YouTube, as well as the Little Wandle website, there are also lots of phonics videos/sessions: <https://www.youtube.com/watch?v=nlqMDXWetXs&list=PLuGr6z2H2KNGLy2Tckcy8Kk8u10mXgcmi&index=85>

## Quick Reminders

- Please can we have **no toys** in school. We have many cuddly toys and learning objects that the children can engage with.
- Please can you make sure your child brings in a named **water bottle, coat** and their **book bag** each day.
- The children need a **full change of clothes** in a named plastic bag just in case of any accidents or need of changing.
- The children will continue to have PE on a Monday and a Friday.




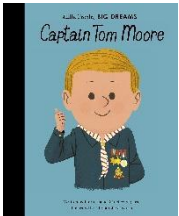





We hope you all have a lovely second term supporting the children in their learning and can see how much they have learnt already. Please do not hesitate to come and speak to us if needed.













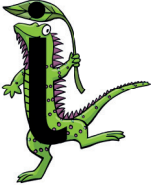

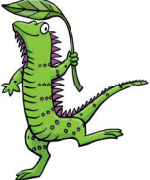






Thank you for your continued support,

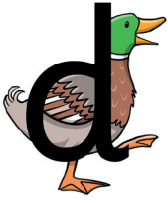
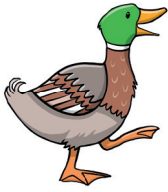











Mrs Foot, Mrs Healy, Mrs Mateides and Miss Caddick

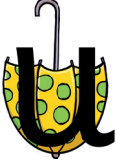
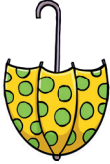









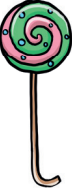
## Term 2 Learning Map

<b>Literacy</b> 	<b>Reading &amp; Comprehension</b> We are learning... Phase 2 phonemes To blend and segment independently To read simple phrases and sentences To act out familiar stories To respond to poems To engage in non-fiction books.		<b>Writing</b> We are learning... To write firework sounds. To form letters correctly To send letters, invitations and cards To re-read what we have written to check that it makes sense.
<b>Maths</b> 	<b>Number</b> We are learning... To explore numbers to 5 To subitise numbers to 5 To represent numbers to 5 To explore 1 more and 1 less To explore the composition of numbers to 5		<b>Shape</b> We are learning... To explore circles and triangles To describe position To explore shapes with 4 sides To find shapes in the environment
<b>PSED</b> 	<b>Self</b> We are learning... To talk about what we are thankful for To participate in a Remembrance event. To show resilience in the face of challenge.		<b>Building Relationships</b> We are learning... To tell others how we feel, using the Mood Monsters. Think about perspectives of others
<b>UtW</b> 	<b>Past &amp; Present</b> We are learning... To talk about events from the past To compare the present and the past, using stories	<b>The Natural World</b> We are learning... To understand the effect of changing seasons on the natural world around us.	<b>People, Culture and Communities</b> We are learning... About the significant figure Captain Tom Moore To compare life in this country with other countries.

<p><b>PD</b></p> 	<p><b>Fine Motor</b> We are learning...</p> <ul style="list-style-type: none"> <li>To use a range of tools, such as threading and scissor work</li> <li>To build using small construction.</li> <li>To use one handed tools</li> <li>To form numbers and letters correctly To use the correct tripod grip</li> </ul>	<p><b>Gross Motor</b> We are learning...</p> <ul style="list-style-type: none"> <li>To progress towards a more fluent style of moving</li> <li>To develop the skills of personal space</li> <li>To use effectively use cutlery at meal times</li> <li>To develop our overall body strength, co-ordination, balance and agility in gymnastics</li> </ul>
<p><b>C&amp;L</b></p> 	<p><b>Listening, Attention and Understanding</b> We are learning...</p> <ul style="list-style-type: none"> <li>To start a conversation with others, and continue it for many turns.</li> <li>To listen carefully</li> <li>To ask questions to find out more</li> </ul>	<p><b>Speaking</b> We are learning...</p> <ul style="list-style-type: none"> <li>To talk about how we feel</li> <li>To describe events in detail</li> <li>To retell familiar stories with increasing detail</li> <li>To expand on our initial contributions.</li> </ul>
<p><b>Expressive Art &amp; Design</b></p> 	<p><b>Art &amp; Design</b> We are learning...</p> <ul style="list-style-type: none"> <li>To create Rangoli patterns</li> <li>To explore on art from around the world</li> <li>To manipulate materials, such as clay</li> <li>To use a variety of techniques and materials</li> <li>To make celebratory decorations</li> </ul>	<p><b>Being Imaginative and Expressive</b> We are learning...</p> <ul style="list-style-type: none"> <li>To act out familiar stories</li> <li>To sing a large repertoire of songs</li> <li>To explore and engage in music making and dance</li> <li>To perform in groups (Nativity)</li> </ul>

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b>	Down the snake from head to tail.
 	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>a a a</b>	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>t t t</b>	Down the tiger and across its neck.
 	 penguin	Bring your lips together, push them open and say <b>p p p</b>	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>i i i</b>	Down the iguana and dot the leaf.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down, up and over the net.
 	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Around the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Around the goat's face and curl under its chin.
 o	 octopus	Make your mouth into a round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	<b>c</b> Curl around the heel of the sock. <b>k</b> Down the sock, up and back down to the toe.  <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say <b>u u u</b>	Down and around the umbrella and back to the ground.
 r	 rainbow	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr rrrrr</b>	From the cloud to the ground and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply <b>h h h</b>	Down, up and over the helicopter.
 b	 bear	Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down the bear's back, up and around its tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>fffff</b> <b>fffff</b>	Down the flamingo to its foot and across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>lllll lllll</b>	Down the lollipop stick.